Competencies for Secondary Teachers: English/Language Arts, Grades 7-12

In addition to the Arkansas Teaching Standards, the teacher of English, grades 7-12, shall be able to meet the expectations set by the following content-specific competencies:

1. Science of Reading FOR	1.1 Exhibit awareness of foundational reading skills including • Phonological and phonemic awareness • Concepts of print and the alphabetic principle • The role of phonics in promoting reading development • Word analysis skills and strategies 1.2 Exhibit awareness of the development of reading comprehension including • Vocabulary development • Reading comprehension skills and strategies for imaginative/literary texts • Reading comprehension skills and strategies for informational/expository texts 1.3 Exhibit awareness of reading assessment and instruction including • Formal and informal methods for assessing reading development • Multiple approaches to reading instruction
2. Literature Praxis (5039)	2.1 Exhibit knowledge of major works and authors of United States, British, World (including non-Western), and young adult literature 2.2 Exhibit knowledge of historical, cultural, and literary contexts of major works and authors of United States, British, and World literature 2.3 Exhibit understanding of the defining characteristics of primary literary genres by • Identifying typical characteristics of a genre • Applying correct terminology for a genre (e.g., stanza versus paragraph) 2.4 Exhibit knowledge of the defining characteristics of major forms within each primary literary genre (e.g., poetry: ballad, haiku) and identify characteristics of major forms within each genre through distinctions in structure and content (e.g., sonnets versus ballads, satire versus realism) 2.5 Exhibit knowledge of how textual evidence supports interpretations of a literary text by • Comprehending the literal and figurative meanings of a text • Drawing inferences from a text • Determining the textual evidence that supports an analysis of a literary text 2.6 Exhibit understanding of how authors develop themes in a variety of genres by • Identifying the theme(s) or central idea(s) of a given text • Analyzing how a theme or central idea is developed throughout one or more works • Recognizing universal themes from myths,

traditional stories, or religious works and how they are rendered or alluded to in literary works

2.7 Exhibit understanding of how literary elements (e.g., characterization, setting, tone) contribute to the meaning of a text by

- Analyzing the impact of differences in the points of view of characters and/or narrators
- Analyzing the structure of a plot
- Analyzing how different elements contribute to mood, tone, and conflict
- Analyzing how particular lines of dialogue or story events impact meaning
- Analyzing the text for character development

2.8 Exhibit understanding of how figurative language contributes to the effect of a text by

- Identifying examples of various types of figurative language (e.g., extended metaphor, imagery, hyperbole)
- Interpreting figurative language in context and analyze its role in the text

2.9 Exhibit understanding of how poetic devices and structure contribute to the effect of a poem by

- Analyzing how poetic devices (e.g., rhyme scheme, rhythm, figurative language) contribute to meaning in a poem
- Analyzing how structure (e.g., stanza, free verse, concrete poem) contributes to meaning in a poem

2.10 Exhibit understanding of how reading strategies (e.g., making predictions, making connections, summarizing) support comprehension by

- Identifying literacy skills to support active reading (e.g., text-to-self connection, prediction, summarizing)
- Evaluating a summary of a passage
- Evaluating the strength of a prediction based on textual evidence

2.11 Exhibit knowledge of commonly used research-based strategies for reading instruction (e.g., activating prior knowledge, modeling metacognitive practices, active reading) by

- Recognizing commonly used research-based strategies for teaching reading (e.g., activating prior knowledge, modeling metacognitive practices)
- Evaluating the effectiveness of specific strategies to support a particular reading task
- Interpreting research and applying it to particular reading instruction challenges

2.12 Exhibit familiarity with various literary theories (e.g., reader-response, feminist criticism) for interpreting and critiquing literary texts and recognize ways literary

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	theories are used to interpret and critique texts
3. Informational Texts and Rhetoric Praxis (5039)	3.1 Exhibit understanding of how textual evidence supports interpretations of an informational text by • Comprehending literal and figurative meanings of an informational text • Drawing inferences from an informational text • Determining the textual evidence that supports an analysis of an informational text 3.2 Exhibit understanding of how a variety of organizational patterns and text structures can be used to develop a central idea in informational texts by • Identifying the central idea of an informational text • Analyzing how an author develops or refines a central idea in an informational text • Identifying the organizational pattern of an informational text (e.g., problem-solution, cause-effect, sequence order) • Analyzing how ideas are connected an distinguished from one another in an informational text • Identifying how text features (e.g., index, glossary, headings, footnotes, visuals) contribute to the central idea of an informational text 3.3 Exhibit understanding of how word choice contributes to the effect of an informational text by • Distinguishing between connotation and denotation in an informational text • Identifying how technical language is used in an informational text • Distinguishing between what the text says explicitly and what may be inferred from the text 3.4 Exhibit understanding of rhetorical strategies that authors use to convey purpose and perspective in informational texts by • Determining an author's point of view or purpose in an informational text • Analyzing how an author uses rhetoric to support point of view and/or purpose in an informational text • Recognizing rhetorical strategies (e.g., satire, irony, understatement, hyperbole) 3.5 Exhibit understanding of methods that authors use to appeal to a specific audience by • Identifying methods of appeal or persuasion (e.g., expert opinion, generalization, testimonial) • Evaluating the effectiveness of an author's methods of appeal • Understanding how technical or non-technical

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	language is used to appeal to a targeted audience 3.6 Exhibit understanding of how authors develop and support a written argument by • Evaluating the argument and specific claims in a text • Determining an author's purpose and evaluating an author's reasoning • Evaluating whether evidence is relevant, factual, and/or sufficient • Identifying false statements and fallacious reasoning (e.g., slippery slope, red herring, straw man, post hoc ergo propter hoc) 3.7 Exhibit knowledge of how to interpret media and non-print texts and how they influence an audience by • Evaluating multiple sources of information presented in different media or formats • Determining persuasive techniques used in different media
4. Language Use and Vocabulary Praxis (5039)	4.1 Exhibit understanding of the conventions of standard English grammar, usage, syntax, and mechanics by • Explaining the function of the different parts of speech • Identifying errors in standard English grammar, usage, syntax, and mechanics (e.g., inconsistent verb tense, non-parallel structure, sentence fragment, run-on) • Justifying grammar, usage, syntax, and mechanics choices (e.g., colon versus semicolon, its versus it's, saw versus seen, etc.) • Identifying different components of sentences (e.g., clauses, phrases) • Identifying different structures of sentences (e.g., simple, complex, compound) 4.2 Exhibit understanding of the use of affixes, context, and syntax to determine word meaning by • Applying knowledge of affixes to determine word meaning • Using context clues to determine word meaning • Applying knowledge of syntax to determine word meaning • Analyzing nuances of word meaning and figures of speech 4.3 Understand the use of print and digital reference materials to support and enhance language usage 4.4 Exhibit familiarity with variations in dialect and diction across regions, cultural groups, and time periods by • Identifying variation in dialect and diction across regions, cultural groups, and time periods • Understanding the concept of dialect and its

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	appropriateness depending on purpose and audience
	4.5 Exhibit knowledge of commonly used research-based approaches for supporting language acquisition and vocabulary development for diverse learners by
	   • Recognizing and evaluating the effectiveness of specific strategies to support language acquisition or vocabulary development
	   • Interpreting research and applying it to particular instructional challenges related to language acquisition or vocabulary development

5. Writing, Speaking, and Listening
 	
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	5.1 Exhibit understanding of the distinct characteristics of various modes of writing (e.g., informative, argumentative) by
	   • Distinguishing between common modes of writing (e.g., argumentative, informative/explanatory, narrative)
	   • Identifying examples of common types within modes of writing (e.g., journal, letter, essay, speech, blog)
	   • Determining which mode is the most appropriate for an author's purpose and audience
	5.2 Exhibit understanding of how awareness of task, purpose, and audience contributes to effective writing by
	   • Identifying how the task, purpose, or intended audience affects a piece of writing
	   • Choosing the most appropriate type of writing for a task, purpose, and audience
	   • Evaluating the effectiveness of a piece of writing for a specific task, purpose, and audience
	5.3 Exhibit understanding of the characteristics of clear and coherent writing (e.g., supporting details, organization, conventions) by
	   • Identifying details that develop a main idea
	   • Organizing a text clearly and coherently
	   • Using varied and effective transitions throughout a text
	   • Justifying stylistic choices within a clear and coherent piece of writing
	   • Introducing, developing, and concluding a text effectively
	5.4 Exhibit understanding of effective and ethical research practices, including evaluating the credibility of multiple print and digital sources, gathering relevant information, and citing sources accurately
	   • Identifying relevant information during research on a given topic
	   • Evaluating the credibility of a print or digital source
	   • Identifying effective research practices (e.g., formulating a question, narrowing or broadening a

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topic, choosing effective sources)
- Identifying the components of a citation
- Citing source material appropriately
- Integrating information from source material to maintain the flow of ideas

5.5 Exhibit understanding of the components of effective speech and presentation delivery by
- Identifying characteristics of effective delivery of a speech or presentation (e.g., eye contact, visual aids, tone)
- Evaluating the advantages and disadvantages of using different media to present ideas
- Determining whether information is presented clearly, concisely, and logically

5.6 Exhibit knowledge approaches for instruction students on the effective use of digital media to support and enhance communication by
- Identifying techniques for instructing students to choose and use technological tools (e.g., presentation software, blogs, wikis) for effective communication
- Evaluating the effectiveness of specific technology-based strategies to achieve enhanced understanding of communication goals

5.7 Exhibit understanding of commonly used research-based approaches to teaching components of writing by
- Recognizing commonly used research-based strategies (e.g., writing workshop, modeling) for teaching components of the writing process
- Identifying research-based strategies for teaching particular writing tasks
- Interpreting research and applying it to particular writing instruction challenges

5.8 Exhibit understanding purposes and methods of assessing reading, writing, speaking, and listening by
- Recognizing a variety of research-based approaches to and purposes of formative and summative assessment of reading, writing, speaking, and listening (e.g., use of rubrics, conferencing techniques, providing useful feedback)
- Evaluating the effectiveness of a variety of research-based approaches to and purposes of formative and summative assessment of reading, writing, speaking, and listening (e.g., use of rubrics, conferencing techniques, providing useful feedback)

5.9 Exhibit understanding of the components of effective oral communication in a variety of settings (e.g., one-on-one, in groups) by
- Identifying a variety of techniques (e.g., selecting age-appropriate topics, facilitating appropriate discussion

	behavior, ensuring accountability) to ensure productive participation and active listening in collaborative discussions
	• Evaluating the effectiveness of specific strategies for students initiating and participating effectively in discussions
	5.10 Exhibit knowledge that students bring various perspectives, cultures, and backgrounds to reading, writing, listening, and speaking, and how to incorporate that awareness into classroom instruction by
	    • Using knowledge of students' individual and group identities to plan instruction responsive to their needs
	    • Knowing strategies for creating a safe environment for reading, writing, speaking, and listening to take place

6. Planning Literature and Reading Instruction in ELA NCTE	6.1 Use knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts-across genres, periods, forms, authors, cultures, and various forms of media-and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving and those at risk of failure 6.2 Design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting 6.3 Plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies 6.4 Design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes 6.5 Plan instruction that incorporates knowledge of language-structure, history, and conventions- to facilitate students' comprehension and interpretation of print and non-print texts 6.6 Plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials

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7. Planning Composition Instruction in ELA NCTE	7.1 Use knowledge of theory, research, and practice in English language arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences 7.2 Design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. 7.3 Respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time 7.4 Design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities 7.5 Design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes
8. Implementing English Language Arts Instruction NCTE	8.1 Plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds. 8.2 Use data about their students' individual differences, identities, and funds of knowledge of literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA. 8.3 Differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts 8.4 Communicate with students about their performance in ways that actively involve them in their own learning 8.5 Select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English language arts
9. Professional Knowledge and Skills NCTE	9.1 Plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society 9.2 Use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities, and languages/dialects as they affect students' opportunities to learn in ELA 9.3 Model literate and ethical practices in ELA teaching, and

	engage in/reflect on a variety of experiences related to ELA 9.4 Engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement